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THE TEACHERS COLLEGE JOURNAL

Volume XXIV

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Number 1

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THE OCTOBER COVER

The theme of the October Journal is Full-Time Student Teaching at Indiana State Teacher College. The cover shows a group of students on campus anticipating their student teaching experiences in the public schools.

Full-Time Student Teaching

The chief responsibility of our teachers colleges is to provide as far as possible an adequate supply of well qualified teachers to teach the children in our schools on the elementary and secondary level. It is generally agreed that a well qualified teacher should have a good general education, a mastery of the academic subject matter in the area in which she is to teach, and thorough preparation in both theory and practice in the field of professional education.

It is hardly necessary to add that the efficient teacher must have a well rounded and healthy personality with a wholesome outlook on life and a sympathetic interest in the problems facing children in learning, growing and developing into the highest type of citizens. In the early days of preparing teachers for our schools undue emphasis was placed upon the acquisition of knowledge and mastery of the theory of teaching. Today we are

ready to admit that knowledge and the theory of education are still important but there is abundant evidence to support the views that these are not enough.

The young teacher who will give the most effective service in teaching young people—other things being equal—is the teacher who has been habituated by actual school room experience in the use of carefully tested procedures and methods in getting the desired results. For a great many years teachers colleges have recognized this latter truth by providing some type of student teaching as a prerequisite to certification and acceptance of a position in the public schools. In recent years educators quite generally have changed to the conclusion that prospective teachers like prospective doctors must have some sort of an internship before taking up their active practice of administering to the needs of their pupils and patients. Teachers and doctors

are alike in that both must diagnose and provide effective remedies. The medical profession today requires a long internship for their medical trainees of one or two years in a good hospital.

Forward looking teachers colleges are providing for a term or two of full-time teaching in the public schools of the state for their prospective teachers. Many obstacles have to be overcome in putting into effect a full time teaching experience for our students but five years experience in planning and providing this program at Indiana State has convinced us that it is the most satisfactory answer to the problem of providing adequate practice in vitalizing the best theory of education. It might not be an over statement to say that this course is probably the most important single course that a prospective teacher gets in a teachers college.

RALPH N. TIREY
President

ACKNOWLEDGMENT

The Staff of the Division of Teaching, Dr. Sharpe, Dr. Tanruther, Dr. Brewer and Mrs. Marguerite Smith have assumed all responsibility in the planning and assembling the materials for this issue of the Teachers College Journal. Their work is gratefully acknowledged, and the appreciation of the Journal staff is hereby extended.—CHARLES HARDAWAY, Editor.

The Teachers College Journal seeks to present competent discussions of professional problems in education and toward this end restricts its contributing personnel to those of training and experience in the field. The Journal does not engage in re-publication practice, in belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are

welcomed, with the express understanding that all such issues are published without editorial bias or discrimination.

Articles are presented on the authority of their writers, and do not necessarily commit the Journal to points of view so expressed. At all times, the Journal reserves the right to refuse publication if in the opinion of the Editorial Board an author has violated standards of professional ethics or journalistic presentation.

The Directors - - -

The Elementary full-Time Student Teaching Program In Operation

E. M. Tanruther

Director of Elementary Professional Laboratory Experiences
Indiana State Teachers College
Terre Haute, Indiana

In an earlier issue of *The Teachers College Journal* the program of professional laboratory experiences for elementary students at Indiana State Teachers College was described in some detail.¹ That article stated the point of view of the college faculty

toward professional laboratory experiences in the preparation of elementary teachers, described the program of professional laboratory experiences prior to student teaching, described the elementary student teaching program,

and made recommendations for the improvement of the program.

It is the purpose of this and the other articles in this issue of *Teachers College Journal* which deal with elementary education to make some observations relating to the nature and effectiveness of the program of professional laboratory experiences for elementary teachers as it has functioned during the last three years. Emphasis will be placed upon the



¹E. M. Tanruther, "Professional Laboratory Experiences for Students in Elementary Education at Indiana State Teachers College", *Teachers College Journal*, Vol. 21, No. 6, May-June, 1950, pp. 118-120.

committee.² The faculty subscribes to the principles and point of view set forth by this sub-committee and the American Association of Colleges for Teacher Education which recommends that prospective teachers experience many direct contacts with children and youth.

There are Many Contacts With Children and Youth in Each of the College Curriculum.

Direct contacts with children and youth are experienced by prospective teachers in two ways, contacts which take place in school and those which take place out of school through either organized or unorganized activities of young people. In providing school contacts the facilities of the Laboratory School and nearby public schools are used. At present most, but not all, of the contacts which college students make with children in school situations prior to student teaching occur in the Laboratory School. The prospective elementary teacher's contacts with children at Indiana State Teachers College begin during his freshman year and continue through each of the four years of college.

The purpose of this article is to describe the full-time student teaching program. Space does not permit a detailed description of professional laboratory experiences other than stu-

(Continued on page 21)

²See: American Association of Teachers Colleges, *School and Community Laboratory Experiences in Teacher Education*, The Association, 1949.

American Association of Colleges for Teacher Education, Sub-Committee on Professional Laboratory Experiences, *Recommended Standards Governing Professional Laboratory Experiences and Student Teaching and Evaluative Criteria*, The Association, 1949.

American Association of Colleges for Teacher Education, *Revised Standards and Policies for Accrediting Colleges for Teacher Education of the American Association of Colleges for Teacher Education*, The Association, 1951.

The Rationale of the Full-Time Supervised Teaching Program on the Secondary Level After Three Years

Donald M. Sharpe

Director Secondary Professional Laboratory Experiences
Indiana State Teachers College
Terre Haute, Indiana

With the Fall Quarter of 1949 Indiana State Teachers College initiated, what at that time was a relatively untried pattern for providing supervised teaching experiences for its seniors. While a few modifications

have been introduced the program has followed the original pattern in the main. After three years with full-time teaching, no one who has worked with the program is willing to return to the former plan of one-hour-a-day student teaching.

This article has a threefold purpose. First, to identify the issues which have been faced and to describe the decisions made; second, to evaluate the program in the light of three years experience; and third to indicate problems which are receiving continuing attention.¹

Briefly, the Indiana State plan for full-time student teaching on the secondary level, provides for eight weeks of practical, all-day, experience in the Laboratory School or one of the public schools of Indiana and four weeks of intensive preparation for, and evaluation of, the student teach-

¹see also other articles in this issue which evaluate the program from the point of view of the student, the co-operating teacher and the supervisor.

ing experience. Students spend the first two or three weeks of the quarter on campus, then report to the co-operating school for eight weeks and finally return to the campus for one or two weeks. While on campus they divide their time between special methods courses and the Seminar in Secondary Teaching.² While students are in the schools, they give their undivided attention to the job of the teacher, in the classroom, the school and in the community. The supervisors from the college, both general supervisors and departmental supervisors, visit the students and their co-operating teachers.³

I. Issues

A. Issues related to the functions of supervised teaching.

Since actual experience in the classroom became part of a teacher's preparation, that activity has assumed several different functions. Today, one finds among staff persons many conflicting opinions about the chief function of the experiences. The

²The Seminar in Secondary Teaching which was introduced in 1951, substitutes for the Education course, Principles of Teaching.

³For a completed description of the program, see Sharpe, Donald M., "The Indiana State Teachers College Plan of Full-Time Student Teaching on the Secondary Level", *Teachers College Journal*, XXI, No. 6, May, 1950.

older term "Practice Training" implies that the experience so designated, was one in which a student carefully prepared a lesson, probably in a methods class, and demonstrated his proficiency by practicing it before a class of pupils, while the supervisor sat in the back of the room taking copious notes with which to document the critique. In many instances, students were given only two or three such practice opportunities. The term "critic teacher", which is unfortunately still the legal term in Indiana, implies this same concept of practice and criticism.

As the length of time devoted to classroom experiences increased, a second function appeared. The regular teacher became known as the master teacher, or the demonstration teacher and the student tended to indiscriminately adopt every technique and trick of the master teacher. The experience was judged, and in too many cases the student was graded, on his ability to mimic the master teacher.

With the increased emphasis on understanding children, some student teaching experiences have been largely devoted to observing children and making so called "case studies". This function and the two others just described were probably accepted because they could be performed under crowded conditions with from four to six student teachers in a single classroom.

Emerson, in his essay "Experience," suggests another important function when he observes that a great part of courage is the courage of having done the thing before.

The staff of the Secondary Division of Teaching of Indiana State has come to believe that the chief function of the teaching experience is to provide a problem situation in which the future teacher has an opportunity to analyze the problem, bring such information and skill as he can command to bear upon the problem, plan an attack on the problem, actually apply the plan to the solution and finally step back and take an analyti-

(Continued on page 19)



The Departmental Supervisors

The Role of the General Supervisor In Student Teaching

Dr. Wenonah G. Brewer

Associate Professor of Education and General Supervision
Of Student Teaching on the Secondary Level

The role of the general supervisor in student teaching is essentially that of a teacher, counselor, and liaison officer. At all times the General Supervisor and Director work together in the planning of the student teaching



program, in counseling with the students, in planning and conducting the Seminars, in the supervision of students in the field and in serving as the liaison officer between the college staff, the cooperating school staff and the student.

The first step in meeting needs of student teachers is in the period of the first interview prior to the professional term. At this time the professional history of the student is noted and any specific needs for consideration concerning placement are recorded. With this background an attempt is made to place each student in the best possible school situation. Most schools with excellent scholastic reputations are eager to have student teachers for the stimulation, enthusiasm, and contributions which they make to the school system. Such schools are most generous in the time and help they are constantly giving to these neophytes. Occasionally there may be a teacher who is not interested in sharing accomplishments with a student. Even as some artists

are not good teachers, so it is that some excellent teachers who are capable of being master teachers themselves, are not interested in the process of teaching cooperatively with a student teacher.

A good cooperating teacher must be able and willing to share in all the experiences of teaching and also share in the glories of accomplishment. Vital stimulation for a student in music can come from experiencing the thrill of conducting a well-prepared number in a music concert. But if the cooperating teacher is reluctant to sacrifice a small degree of perfection, she may elect to do the conducting herself, and thus deprive the student of an invaluable experience.

Good cooperating teachers must be able to give opportunities for the student teacher to use initiative instead of personally assuming complete and dominant leadership of their groups at all times. The teacher who is not able to relinquish leadership or who cannot trust an inexperienced individual at the pilot wheel is not giving the student the opportunity he needs to try his ability.

A good cooperating teacher will share with the student teacher the diagnoses he makes of his own teaching procedures. At the same time he will judge the student teacher's ability and stage of development in order to know how much explanation of procedure he needs and when the stu-

dent should be depended upon to observe and make the diagnosis for himself. Over-simplification of detail however, can inhibit progress.

A good cooperating teacher must be doubly patient. More than normal patience must be exercised in piloting the growth and learning experiences of his regular class group. No lesser amount must be reserved for working with the ambitious young student teacher who is eager to make great, yet hurried strides in setting aight the professional world.

The Director and the General Supervisor of Student Teaching have the responsibility not only of choosing good cooperating teachers for our students, but also they have the responsibility for the necessary in-service training for cooperating teachers out in the field. Frequently much of this work of teacher training is new to the public school teacher. It always follows that good teachers with whom our students have been placed are eager for help and suggestions in the improvement of their skill and understandings in cooperatively working with the student teacher assigned to them.

The second step in meeting the needs of student teachers at Indiana State Teachers College consists of the professional term itself. The professional term of the twelve weeks is divided into three parts: the first three weeks for intensive seminar work in general and subject-matter methods, the eight weeks of actual full-time teaching participation in public school situations, and the last week of the term back on campus for evaluation and discussion in the seminar groups. The departmental supervisors conduct the subject-matter methods classes while the Director of the Division of Teaching and the General Supervisor are responsible for conducting the Seminars providing opportunities for both group and individual work in the general preparation for the coming teaching experience. Needs common to students in any teaching area are the basis for the work.

One responsibility of the General Supervisor and the Director is to pro-

vide opportunity for the student to utilize the professional information and knowledge he has gained in his professional and subject-matter courses. Since many professional courses are concerned predominately with theory, purposeful application and specific referrals to materials are necessary before the beginning teacher is able to utilize the equipment he has already acquired.

We have long known that "counseling" is not a matter of "telling" the student what he should do—but of helping him acquire the adequate equipment for meeting his objectives and for finding reasoned solutions for his problems. Today we are finding that careful analysis of individual personality needs is an efficient and economical procedure in the business of training members of any profession. Teaching is no exception. All too frequently individuals may be highly skilled in certain types of subject matter but fail to become efficient teachers because of some deficiency in a personal attribute required for success in the teaching profession. In the seminars specific recognition is given to the development of skills in human relations. Barriers between students become non-existent when they can readily communicate concerning professional matters. They then accept the opportunity to work on problems

that are of direct, current concern to them. They receive experience in cooperative planning and in collaborating with other students and staff members in the production of materials that will be useful to them in their teaching. They develop a stronger sense of responsibility for their own learning because their needs are immediate and vital.

The third need of student teachers is met during the actual teaching experience when the student is working in a classroom situation. The departmental supervisors, the General Supervisor and the Director of Student Teaching all make personal contacts with the students during their teaching work. The Director and General Supervisor assume the responsibility for supervision of all students who are placed outside the county. The Departmental Supervisors work with students in their subject matter areas who are placed in the immediate district surrounding the campus. The first visit is made during the first week the student is out in the field to attend to routine understandings as to participation, living arrangements, types of teaching desired, extra curricular experiences, and to clarify any uncertainties which may be pending. A good start is essential when the time is limited.

The second visit is made after the

student gets into the thick of his work, and the third, at the time when an evaluation may be made of the student's growth and abilities. The students are well aware of the fact that supervisors want to be constructively critical. But even more than that, one of the most positive factors in growth is an ability to make objective self-diagnosis of techniques and procedures. In each interview the supervisor tries to build with the student that ability for self-diagnosis with particular emphasis in the following characteristics:

1. Sense of Values: Does he have a professional philosophy that can measure up to the standards set by the teaching profession? Has he developed the capacity to determine right procedures from wrong? Does he have the continual habit of thinking straight in terms of purposes and objectives? Is he tolerant of other viewpoints and opinions which may be based upon as justifiable foundations as his own? Does he honor his school as a basic fundamental in the life of an individual?

2. Emotional Stability: Can he find himself in relation to others? Does he understand human behavior? Can he lose "self" in favor of his students and the work he is doing? Can he maintain for himself a good status of mental health? Can he purposefully improve his own morale and realize his responsibilities in fostering and preserving good morale in his group?

3. Problem Solving Skill: Is he able to face problems fairly and intelligently? Has he learned how to overcome mistakes?

4. Maturity: Is he able to develop individual skills? Does he appreciate the value of research in opening new approaches to his work? Is he a responsible individual in the professional work he has chosen?

5. Sense of Worth: Will he be a person of worth to the school and to his community? Can he fill the role of leadership when needed? Does he find for himself opportunities for community service? Will he take his



The Secondary Director and General Supervisor counsel with student teachers

place in society as a responsible producer?

The final personal interview is had with the student during the last seminar period of the term for evaluation of his professional work. It is desired that these interviews with the Director and the General Supervisor acquire a climate which can provide confidence and security for the student in his attempt to see himself objec-

tively. The goal is set to gain a state of common understanding of strengths and weaknesses of the student. It is the final evaluation period the student should feel that now he knows the score. With a fair degree of optimism he should be fortified with his own conclusions for the improvement of his weaknesses, for facing objectively every personal and professional characteristic, and for opening new ave-

nues for greater growth and development in the field of teaching.

The program of student teaching at Indiana State is growing. We don't have all of the final answers. We are searching for better and more efficient means of expediting the procedures which we know are good. We are eagerly doing more research to find ways of overcoming our weaknesses. We are growing.

A College Representative Surveys The Elementary Student Teaching Program

Marguerite Smith

Faculty Member in the Division of Teaching
Indiana State Teachers College

Full-time student teaching requires close cooperation and clear understanding among all persons involved in the program. The role of a college representative might be interpreted as one which furthers these relationships.

The supervising teachers and co-operating teachers are carefully selected on the basis of preparation and experience and the demonstration of ability to offer valuable experiences to student teachers. Therefore the college representative has made no attempt to dictate the nature of the public school curriculum, its organization, or the instructional materials used by supervising teachers in guiding the learning experiences of children. Some suggestions have been made for further experiences and for additional materials the student teacher might use in the existing framework.

The work of the representative falls into the two categories of visitations and conferences. The student is observed at work on numerous occasions. These visits are often unscheduled but many are arranged by the student and his supervisor.

Following these observations, con-

ferences are held with the student teacher, the supervising teacher and when possible with them together. The conferences with the student may be for a number of purposes: to discuss the work observed; to help the student understand and adjust to his teaching situation; to help him crystallize his thinking on questions concerning him; and to help him recognize his strengths and plan for the elimination of his weaknesses. Conferences with the supervising teacher offer opportunities to emphasize the objectives of the full-time student teaching program; to discuss further experiences the student might have; and to discuss ways the college can help the student become a more able teacher. The major responsibility for the evaluation of the student's work lies with the supervising teacher. However, as a rule supervising teachers want to discuss the evaluation with the college representative. It is found that teachers make a real effort to do the best job of which they are capable in providing a good experience for the students. They like to know they are offering the kind of guidance the College wants its students to have.

Most students look upon their student teaching as a satisfying culmination of their professional preparation. In the twelve weeks it is interesting to watch their attitude toward the school, the room, and the children change from one of detachment and insecurity to one of possessiveness and confidence. One senses their feeling of personal responsibility for the "ongoing" program of the room. In discussing valuable experiences with the student the gamut runs from before school planning sessions with the supervising teacher to the umpiring of after school baseball games. Descriptive paragraphs the students have written about the children with whom they work are most revealing. The all day associations and observations in many situations make possible a very comprehensive picture of children as they really are.

Supervising teachers feel that the student can make a valuable contribution to the children's learning experiences. They feel that the all day association offers them a real opportunity to further the development of the student into a competent teacher. Several teachers have expressed the feeling that a student in the room is a challenge to them to do their best teaching and consequently the children reap the benefit of more stimulating teaching.

To a large degree the principal is responsible for the student's feeling that he is an integral part of the building's program. Although the principal has no obligation for the student placed in his building, in every instance the principal has made the student welcome, has taken time to

orient him to the building and has seen that the student's opportunities for experiences extended beyond his assigned room.

The members of the Education Department heartily concur with the theses upon which the full-time program is built. In their classes continued effort is made to provide many laboratory experiences both before and after student teaching. Their concern is that the supervising teacher be a good one and that the student has opportunities to make practical application of theories he has learned.

Strengths of the full-time student

teaching program may be summarized briefly as providing the student with an integrated experience that approaches a situation of his own and offering opportunity to develop into a competent teacher under the guidance of an experienced teacher. For those administering the program it presents an opportunity to provide the quality and quantity needed by the student.

The effectiveness of the program could be improved by extending the available facilities for pre-teaching laboratory experiences and by an intensified program of acquainting

supervising teachers with the professional background of the students. They would thus know better the competencies they might expect a student to bring to his supervised teaching and this would aid in the evaluations of his performance. It would result in economy of time and effort. It has been observed that many supervisors spend much time reiterating methods and techniques they should expect the student to possess and that time could be more wisely spent in helping the student adjust and apply his knowledge to his particular group.

Cooperatively Yours!

Mrs. Anne Lee

Chairman of the Department of Home Economics and
Departmental Supervisor of Home Economics
Indiana State Teachers College

A feeling of "God's in His Heaven, all's right with this section of the world" was with me as I drove away from one of my supervisory centers on a January afternoon a few days after Mary, one of my student teachers, had begun her teaching experience there.

Mary had grown up in Terre Haute, and she was a bit fearful about the new experience in teaching and the adjustments in living which she was to face for the next eight weeks teaching in a small township school and living in a rural Indiana community.

As I was leaving her school that day Mary said, "I just love it! There's so much I don't know, but Miss Brown's a gem! We work things out together. I'm so happy we decided I should come here!" And Miss Brown echoed the same feeling of satisfaction when she said, "I feel as if Mary has been here a long time; she fits in beautifully! Everyone likes her. She's eager for new experiences."

Mary was pleased with her supervising teacher, her pupils, the prin-

cipal and the other teachers. She enjoyed the people who welcomed her into their little community. She was pleased with her living arrangements; at the end of the day she and the student teacher who lived with her and taught in a nearby school shared experiences, talked over their teaching situations and the personal and home problems of their pupils.

As a departmental supervisor I feel that my most important role is that of promoting adjustments like Mary's. This is no small task. Such adjustments involve background experiences which promote desirable learnings which commence during freshmen days and continue throughout the college years. Desirable learning situations develop attitudes, appreciations, and interests in prospective teachers who leave our classrooms. These teachers look forward with eagerness to their student teaching situations, and if all goes well with these experiences, to their first teaching jobs.

Mary had said "I'm so happy we decided I should come here." Co-

operative decisions like this one are made with all student teachers meeting together to consider teaching assignments. The factors which influence placement of student teachers are:

1. Available teaching centers which meet minimum standards.
Each should have—
 - a. A qualified supervising teacher.
 - b. An administrator who is cooperative and sympathetic.
 - c. Desirable interpersonal relationships between pupils, teaching staff, administrators and persons in the community.
 - d. A physical plant which provides desirable learning environment.
 - e. A curriculum which is consistent with current philosophy of homemaking education.
2. Desirable situations to fit the needs of the individual student teacher. Considerations call for placement
 - a. In a geographic location preferably away from the home community if the student has lived at home while attending college.
 - b. In a community similar to one in which the student may find her first position.
 - c. With a supervising teacher whose personality will bring out the best traits of the student teacher.
 - d. In a school which provides a Future Homemakers Association, a school lunch program or other such extra-curricular activities which have special appeal for the student teacher.

Since space is limited, I shall merely mention several other obligations and duties which I feel I assume as a Supervisor of Student Teachers in Home Economics.

I work with:

1. Administrators interpreting home economics and the student teaching program as we see it at Indiana State Teachers College.

2. College staff members in home economics coordinating pre-teaching, teaching and post-teaching experiences of students.

3. Student teachers in home economics education courses striving for the following goals in students—

a. A philosophy of homemaking education consistent with current beliefs.

b. Ability to plan for teaching to meet pupil needs; determining goals, selecting activities and evaluating the results of teaching.

c. An appreciation of the Vocational Home Economics program and its part in the total school program.

4. Supervising teachers in helping them provide challenging experiences for the student teachers who are sent to them.

We talk over—

a. Student teacher, supervising teacher adjustments.

b. Techniques of teaching.

c. Techniques of supervision.

d. Evaluation of teaching.

5. The Division of Teaching selecting desirable supervisory teachers and promoting a program of directed laboratory experiences in Home Economics consistent with the general college program.

6. The State Department of Education, Division of Vocational Home Economics Education carrying out a program of training vocational home economics teachers at the pre-service and in-service levels as it is set up in the state plan.

I work with students, supervisors, administrators; I deal with college departments and state departments; I converse with individuals and with groups. The keynote of my job—if it's done as well as I'd like it—is and must be *Cooperatively Yours!*

A Supervisor's Appraisal of the Student Teaching Program at Indiana State Teachers College

Dr. Paul Muse

Chairman of the Department of Commerce and
Departmental Supervisor of Commerce
Indiana State Teachers College

The full-time student teaching program at Indiana State Teachers College is based on an organismic philosophy of learning. The student teacher goes into a school and participates in the experiences of the whole school. He teaches his classes. He supervises study groups. He takes part in extra-class activities. He participates in all of these activities throughout the whole school, for the whole day, and for the duration of his stay in the school. The student teacher learns to understand the school and its functions in terms of the whole school. He learns to see his work in his own area in its relationship to all other areas in the school.

The student teacher's participation in the full-time teaching program is an active, absorbing, developing, and participating experience that is inherently meaningful and purposeful. The student teacher's experience is a well-rounded one, limited neither by the bounds of his own area nor by the limits of a single period. The dynamic organization of effort through which he approaches his student teaching experiences and the guided procedure by which he is helped to increasingly emerge into a fully self-directed experience tend to produce a teacher with perspective toward his work.

The student teachers greatly favor

the full-time student teaching program over the old one-period plan. They realize that methods become meaningful and become a permanent part of their teaching when the methods are taught in conjunction with the actual classroom experience. The students appreciate the advantages that accrue to them through the closer and extended contacts with their co-operating teachers. The student-cooperating teacher conferences climax the teaching experience and serve as clinchers of the effective techniques and procedures in the classroom. The seminar periods at the conclusion of the student teaching experience serve as unifying and integrating influences. Each student benefits from the experiences of the other students. The subject-matter content is identified and related to effective methods for teaching it. Patterns of teaching procedures are examined and assimilated.

The full-time student teaching program results in a guided experience through which the prospective teacher learns to understand the values that direct his behavior as a teacher. The full-time student teaching program enables the prospective teacher to bring to his task an examined philosophy and a tested practice and procedure through participation in a total school experience.

An Appraisal of the Student Teaching Program As Seen By A Departmental Supervisor

Mr. Paul I. Wolf

Assistant Professor of Men's Physical Education and
Departmental Supervisor of Men's Physical Education
Indiana State Teachers College

LEARNING BY DOING, one of the basic principles of all learning. This basic principle assures the necessity and importance of student teaching in the development of future teachers. It is the fact substantiating the oft-time repeated expression of students returning from their student teaching experiences, "I've learned more in the last eight weeks than I have learned in all my other classes."

Why do students return with such an attitude? It certainly is not a criticism of their preceding courses, nor is it one of their former teachers. It has its support in the above mentioned principle of learning, LEARNING BY DOING. Let us examine this attitude, why such an attitude.

The practical is meaningful. Most individuals, not only students, place the label "practical" on those things that fit into what they know to be workable. Such things are known to be workable to the individual through having done it before, having seen others do it, or having evidence that it has been accomplished. If something is useful to an individual, it is more readily accepted and at least fairly well understood. Students usually defend and desire courses of the practical type.

Theory is confusing. This, in part, is verified by the common use of the term theoretical in the way of denoting disapproval. Quite frequently one hears the statement, "That is too theoretical," meaning that it cannot

be carried out in practice. In reality it is an admission of lack of knowledge or understanding—"I cannot visualize," he thinks, "how such a thing can be put into use." Students criticize theory courses the most, probably because they cannot comprehend and see their practicality. But no clear thinking person would advocate the abandoning, de-emphasizing or underrating of theory courses, this would be placed years and years of cumulative experiences of thousands of great and excellent teachers into the discard. Also, as long as principles and theories are not understood, we can expect only action of the yester-year type to be repeated.

One of our big problems then in the production of select and happy teachers is the narrowing of the gap between the practical and theoretical instruction, of making the theoretical practical and the practical scientifically sound. If we cannot close this chasm, we are guilty of sponsoring a trade, of turning out teachers working after a fashion, a fashion of former practices alone. When we produce teachers employing principles, theories, and new ideas in their teaching we are waging a profession, preparing them to function as to the WHY and WHAT, not just as to HOW. When teachers work from the professional angle, teaching is dynamic and extremely interesting, when functioning as a trade, it is weak and monotonous.

The student teaching program pro-

vides the medium for bridging the span from the theoretical to the practical. It is concerned with the four basic items of education: the individual, the stimulus or situation, the reaction or response, and the modification or change of the individual.

In the student teacher we have the individual placed in the position of responsibility to act. He must be practical for best results and his practice must be backed by sound principles and theories if he is to be successful. But, as mentioned before, it is difficult for him to perceive principles and theories in action. This leads us to the second concern of education, the situation.

As a student teacher the individual is placed in a real situation, having the opportunity to put into effect those things he has learned, a situation that is indeed meaningful to him and employing the principle of LEARNING BY DOING. During his student teaching experiences he will encounter many problems through which a wise supervisor will guide him by the use of principles and theories to at least partial clearing. Rapid improvement and degree of improvement generally come from trying out, applying, and experimenting with principles, theories and new ideas. This steers us into the third and fourth concern of education, the reaction or response and the change or modification in the individual.

The student teacher learns that his teaching practices can be judged, verified, and guided through the use of principles and theories. In his respect for principles and theories he changes from a sceptic to a believer, from an insecure individual to a more confident one, from a follower to a leader, from a docile student to an inquiring one, from an immature teacher to a more mature one. More than any other single medium that we now have in the production of future teachers, probably that which has the most constructive influence, the most possibility for favorable development and change in the student is the student teaching program.

Cooperating Teachers - - -

Views of An Off-Campus Cooperating Teacher

Lois E. Strole

Fourth Grade Teacher,
Thompson School,
Terre Haute, Indiana

The innovation of the full-time student teaching program for the seniors at Indiana State Teachers College is a movement of progress geared to the needs of future teachers, and it is also in accord with others involved—the supervising teacher and her pupils.

The off-campus supervising teacher is first of all responsible for the best possible guidance of activities that will adequately provide for learning situations to meet the needs of her particular group. When she accepts the additional responsibility of guiding student-teaching activities her load is increased. She must budget her time so that plans can be laid cooperatively with the student teacher. She must be willing to give some time in order to review plans made by the student teacher previous to their initiation in the class room. Conferences must be held and explanations and suggestions out of the conference time frequently are in order. She must be willing to be ready at all times to assist in one of the most vital parts of the program—that of guiding evaluation procedures.

However, these added duties are often very gratifying, for the anxious, willing, academically-prepared student comes with a desire to do a good piece of work and to enter into as many situations as possible in the period of his student teaching.

We realize that the recent trend

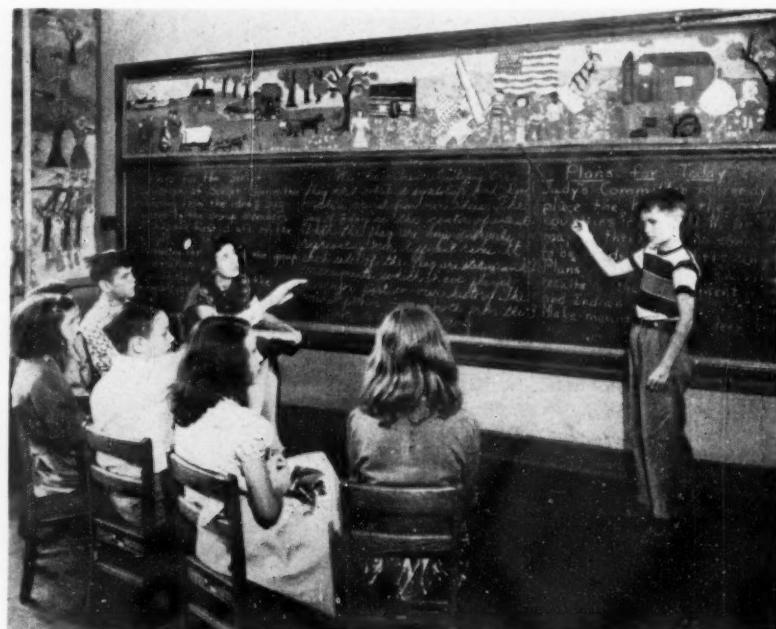
in many of the college courses is to provide more and more laboratory experiences in order to enrich the experimental background of the would-be teacher. This is indeed an added step of cooperation in meeting the needs of the students. However, due to the content and nature of many of the academic, or even professional courses, the experiences are rather brief, the observations and actual work with children are intermittent, and the "on going" process with a specific situation is so interrupted that the student is only partially oriented to the actual classroom teacher's work in the well-rounded, inte-

grated program of our modern schools.

It is in the all-day program that he becomes a co-worker with responsibilities that help with the successful implementation of the particular school program in which he finds himself for his student-teaching activities.

This present program gives him more time to make observations of the general school set up, of the group with whom he is to work, of children as individuals, and of many of the methods and techniques of the supervising teacher. He has opportunities to attend professional meetings, make community contacts, and work with children in extra-curricular activities. He makes and implements his plans. He works with various types of materials. He has opportunity during the longer period to test his originality and develop his latent powers. He has a better chance to evaluate himself and to be evaluated more fairly by others. His ingenuity is measured and his maturation develops in the "on the job" situation. He may conduct tours, direct play-ground activities and enter into a myriad of other situations too numerous to mention here.

The bi-weekly seminar seems to be a vital source of enrichment in the present program. It is here in his association with the group that the student discusses the experiences of him-



The student teacher guides group thinking

self and others, and this cooperative type of sharing often gives him many new insights.

But all too soon for most of our student teachers the period ends. The time seems brief. There are always more experiences they would like to have had.

Even though much is being done in order to meet more adequately the needs of our future teachers' professional training, it is here that I suggest another assignment in student teaching might well be made. This second period would aid in clinching the successes accomplished by the

initial period of preparation and give more opportunity for growth in the finishing or "polishing-off" process in what most of us call the noblest of all professions, that of guiding the greatest of our nation's resources—our boys and girls.

Philosophy, Objectives And Evaluation Of full-Time Student Teaching In English

Miss Frances Williams

Assistant Professor of English and Cooperating Teacher
In English at the Laboratory School
Indiana State Teachers College

"I am a part of all that I have met", said Ulysses in Tennyson's poem. Since this is as true today as it was in that era, it might well be considered the underlying philosophy of the full-time student teaching program. In such a program, where the student teacher can make many of the full-day contacts with the children that the regular teacher has in a day's schedule and can have these first hand experiences, he can develop greater skills in meeting new experiences and problems of his own teaching.

The present experimental plan, inaugurated in the fall of 1950, hopes to give to the student a more concentrated and enriched teaching period, to enable him to have more varied professional experiences, to provide opportunities for him to share in more of the routine duties of the regular teacher, to observe the children in social activities, to supervise study halls, to work with extra curricular activities, to observe the children he teaches in other classrooms with other teachers, to work more with individual children, to meet and to work with parents, to attend faculty meetings and committee meetings, to understand better the philosophy of the school in which he is working.

and by sharing in all of these responsibilities of the regular teacher to feel that he is making a direct contribution to the school in which he teaches. At the same time these direct experiences help him to develop not only skills but also attitudes for facing similar situations when he is "on his own."

At the beginning of the term the student teacher spends two or three weeks in intensive work in methods courses for his particular areas and

in seminar with the directors of student teaching. Following the seven or eight weeks that he spends in the schools working with specific classes under the guidance of regular teachers, he returns to the methods classes and seminar for concluding conferences and evaluations.

The plan as outlined has many advantages over the one-hour-a-day assignment when the student sandwiched his teaching experiences among his other college classes. This, of course, made cooperative planning and conferences very difficult. It does now provide many opportunities for an enriched student teaching program. Since the present plan is in experimental stage, it is still subject to revision and improvement. Student teachers and many supervising teachers feel that even now the actual teaching time is too short, and that the time for the methods courses has been perilously telescoped. Time is an important factor in growth, and many times students have reached



The Student Teacher assumes leadership of a small group

the place where they have begun to realize their personal problems and difficulties and could begin to show greatest growth in the next two or three weeks when it is time for them to return to methods classes and seminar.

When students come, as many of them do, with limited experiences in working with children and with inadequate background of materials for the age level assigned to them, they

have much to be crowded into such a concentrated period. Another weakness lies in the fact that teachers of methods classes are seriously handicapped by the brevity of the time allotted to them.

In any transition period from one plan to another, there are always irregularities, which in time take care of themselves. With the opportunities provided by the present full-time student teaching program and oppor-

tunities for its revision and refinement, student teachers can have sufficient experiences to broaden their professional horizons and to help them feel competent and secure in their work and say with Ulysses,

...."All experience is an arch wherethrough Gleams that untraveled world whose margin fades Forever and forever"....

Reactions of A Campus School Teacher To the Elementary Student Teaching Program

Evelyn Wenzel

Fifth Grade Teacher, Laboratory School
Indiana State Teachers College

The present student teaching program at Indiana State Teachers College is very adequately planned to give both breadth and depth to the student teaching experience. This period in the student's professional training is a crucial one, for in it he brings to bear upon his work the knowledge and skills acquired in his course work and in all of his casual and planned experiences with children up to the present time. His chances for experiencing satisfaction and success during this period are increased immeasurably under a program of full-time student teaching.

The transition from classroom to laboratory is a challenging, if not always an easy one. It is the privilege of the campus school teacher to watch it take place in the first weeks of student teaching, to help the student gain confidence as his previous learning begins to "jell" and as he gradually takes over the guidance of a group of active youngsters. The opportunity to watch such growth and development take place is available only when the student teaching period is sufficiently long, and the number of student teachers per teacher sufficiently small.

Working with only one, or at the most two students over a full quarter permits the teacher to become a co-worker rather than a supervisor of the student. The closer this relationship can be a cooperative rather than a supervisory one, the greater the satisfaction of the teacher and the richer the learning for the student. When student teaching is his only responsibility, the student teacher has

more time for planning his work. He can get into the community and the homes of the children, he can attend and participate in after school or evening meetings with parents, he can attend faculty meetings—in short, he can share in the major responsibilities as well as the rewards of a teacher.

Along with such satisfactions, the campus teacher experiences some limitations under the present program. Work with student teachers in a campus school is complicated by the pre-and post-student teaching experiences the campus school is called upon to provide. The almost constant presence of observers in the room often affects adversely the security of the inexperienced student teacher; finding time to confer with participating students is sometimes frustra-



The Student Teacher encourages individual responsibility

ting to the supervising teacher. The total load of work carried by the campus school teacher is a matter that needs serious consideration if the student teaching program is to be maintained in the campus school.

Another matter that seems to demand careful study concerns experiences preceding and following student teaching. The excellence of the student teaching program throws into rather conspicuous relief the limitations of these other very essential experiences. Bridging the well-known gap between theory and practice should begin with the student's first education course and should not wait until student teaching. The campus teacher, relieved of some of her pres-

ent load so that she might work more closely with course instructors, could be the key person in making professional courses more meaningful.

Post-student teaching experiences probably are even less adequately provided. Students themselves express the need for more opportunities for observation and participation after their student teaching period, at other grade levels and in other school and classroom environments. After student teaching they feel that they are in a position to benefit from such experiences in a manner quite different from before. With student teaching coming as it does in the senior year, opportunities for such experiences are almost impossible for

those who are teaching during the spring quarter. Following students into their first teaching jobs is another fruitful area for study and recommendation.

Much has been accomplished here in the area of student teaching during the last four years. It has been suggested that the already excellent work that has been done be followed by a study of the possibility of bringing about a closer integration of student teaching experiences with those preceding and following it. The continued success of this program demands frank and objective appraisal by all concerned with its execution.

The Principal's View of Student Teaching At Hammond High School

Oliver Rapp

Principal of Hammond High School
Hammond, Indiana

We have had student teaching at the Hammond High School, Hammond, Indiana, during the last two and one half years. Student teachers have come from Indiana University and Indiana State Teachers College. In most cases, it has been a pleasant experience for the student teacher and the cooperating teacher supervisor. The student teacher usually comes for a preliminary visit a week or ten days before the time of actual student teaching so as to become acquainted with the supervising teacher, to meet members of the department and the administrative staff of the school. Materials of instruction are given to the student teacher, the daily schedule of classes, the curriculum and student handbooks so the student teacher can familiarize himself with the school.

The student teacher does not begin teaching until the second or third

week of his teaching period. Previous to his actual teaching he visits the classes of his supervising teacher and the supervising teacher arranges for the student teacher to visit classes of other teachers in the same department. The student teacher is conditioned gradually for his student teaching. All students are also informed of the new student teacher who will be with them for seven or eight weeks. The following announcement was made April 15, 1952 in our daily announcements:

"Mr. Norman Canedy of Mt. Carmel, Illinois, a student of Indiana State Teachers College will be with Miss Schubkegal in her art classes. Mr. Thomas Kreiger of Robersdale, Indiana, a graduate of George Rogers High School, Hammond, Indiana will be with Miss Reeder's biology classes in the morning and with Miss Waterbury's music classes in the afternoon.

We have had many student teachers at Hammond High School. The student teachers have all enjoyed working with the students of Hammond High school. All student teachers have left your high school with a very high regard for all of you. Your cooperation has always been commendable. Let us all give Mr. Canedy and Mr. Kreiger our best cooperation during their student teaching days at Hammond High."

Similar announcements are made concerning all new student teachers. We believe that the students should be informed about the new student teachers as they are a part of their faculty. The appreciation expressed by the student teacher is always given to the student body. Our announcement of March 17, 1952 state the following:

"Mr. Kalapach expressed deep appreciation to members of his classes in chemistry and mathematics for fine cooperation during his six weeks of student teaching at Hammond High."

We believe that student teachers should become acquainted not only with the departmental program but also with our total school program. The following program has been worked out for our recent student teachers:

I. Student teaching assignments and conferences:

a. Mr. Canedy, Art, Miss Schu-

kegel; b. Mr. Krieger, Biology, Per. 1, Miss Reeder; Music, Per. 6, Miss Waterbury.

II. Other suggested assignments and conferences:

- a. Library, Room 114, Miss Hawver, May 5, Period 2.
- b. Guidance Department, Miss Bollenbach, Vocational Guidance, Room 127, May, Per. 2; Mr. Coleman, Guidance & Programs, Room 109, May 7, Per. 2.
- c. Visual Aids, Room 172, Mr. Seddlemeyer, May 8, Period 2.
- d. Athletics and Intramurals, Mr. Bereolos, Period 3, May 9, Intramural Office.
- e. Study Hall Supervision, Mr. Canedy, Room 202, Period 2, Miss Exley, May 12; Room 116, Period 3, Miss Alderton, May 13. Mr. Krieger, Room 19, Period 2, Miss Work, May 12; Room 202, Period 3, Miss Allman, May 13.
- f. Bookstore, Room 126, Mr. Fruehling, May 14, Period 2.

g. Homeroom, Mr. Krieger, Miss Reeder, Room 106; Mr. Canedy, Miss Schubkegel will decide.

h. Student Activities, Room 5, Miss G. Andersen, Period 3, May 15.

i. Administration, High School Office, Mr. Rapp, Period 2, May 16.

j. I. B. M. Testing and Scoring, Room 120, Mr. Garrett, Period 2, May 19.

k. Committee Meetings—
Guidance, Per. 6, usually every Thurs., Room 109 or office.
Core, Per. 2, usually every Tues., Office.

Departmental, First day of each month.

Faculty, Third Monday of every month, 3:45, Room 116.

l. Organization Meetings—
P.T.A., Usually last Tuesday of each month.

Band Parents, See calendar on office bulletin board.

m. Student Government (Club Period)— Senate, See Mr. Hill, Room 214; House, See Miss Strange, Room 205; Court, See Mr. Oxverman, Room 117.

n. Class, Special Interest Clubs, Service Groups meet during the semester on Tuesdays from 8:35 to 9:25 following a five minute homeroom period. See attached club bulletin.

o. Observation in other classes will be made by the supervising instructor with the cooperation of the instructor to be visited.

We try to avoid having a student teacher with one class more than one cooperative teaching period for the school year. Our Superintendent of Schools, Mr. L. L. Caldwell, believes the cooperative teaching program to be basic to good training. We appreciate having a part in preparing future teachers.

The Student Teaching Program As Evaluated by Off-Campus Supervising Teachers

Fred W. Alwood and Oscar H. Finke

Cooperating Teachers in the fields of Mathematics and
Science, Lincoln High School
Vincennes, Indiana

We are of the opinion that the Off-Campus Full-time Student Teaching program is the best way in which the student can get his practice teaching experiences.

The student in this type of program is spending the entire day carrying out his work in practical teaching just as he will do later in his regular work. He participates in all phases of the school activities, both regular and extra-curricular, as they occur. From these experiences he gets a better

idea of what is expected of the teacher and becomes better equipped for his job than he could under the old program.

The student is able to do a better job because he can concentrate all of his attention upon the job of teaching. The matter of appraisal is more adequately dealt with because the student really lives the life of a teacher for eight weeks. Under the old plan, the student sees only the classroom part of a teacher's work, while such

activities as filing reports, guidance work, etc., are left to vicarious experiences from books.

The student can be advised better in the Off-Campus program because he is under longer and closer supervision of the supervising teacher. More conferences for giving advice and constructive criticism are possible with this arrangement. We can guide the planning, help the student in evaluating himself, and develop good attitudes toward teaching.

The program might improve by allowing more time off-campus. One week preparation followed by ten weeks practice teaching, and then one week for summary might be better than the present plan.

It seems to us that the Off-Campus Full-time Student Teaching program is the best method devised, and more adequately carries out the philosophy and objectives of the practice teaching program than did the old program.

Student Teachers - - -

Looking forward . . . Backward

John Sanders

Student Teacher in the fields of English and Speech at
Garfield High School
Terre Haute, Indiana

THINKING.....I often wondered why Hawthorne sought a lofty perch to do his thinking. I've been climbing stairs of education and shall continue to do so—perennially. Wind-ing my way, step by step, up dark passages, sampling, thinking, wonder-ing, and reflecting, I perceived that possibly I might find a resting place of evaluation. Finally, my third year of study of higher education opened wide the door of knowledge and displayed a lofty labyrinth for temporary visual perception.

Past...looking downward—backward.... Evaluation...going forward—upward—skyward. Gaining by learning, teaching, and constant eval-u-ation... learning by doing, I found the practical mode.

Full time practice teaching is the very essence of pragmatic education. It is the "learning by doing" process. Educational authorities have long accepted this theory of learning and therefore I feel there is no need to protect it. It is the only way one can gain a "full teaching experience"; it is in itself a screening process and something that we need far more of! It is the practical side of theory where one might see everything peculiarly common to the teaching profession without rose tinted glasses to glorify it.

I learned far more than I taught! I learned that the pupil's stage of development is not yours. Must you do

as water does—seek its level and purify? And yet, I cannot say that I "flunked" this examination. I demanded that pupils think seriously and not accept the ordinary; I succeeded! By concrete example I increased their vocabulary and stimulated thought. I tried to become a prophet, an artist, a friend, a citizen, an interpreter, a builder, a culture bearer, a planner, a pioneer, a reformer, and a believer. It should be with keen perception that a student enters the practice teaching curriculum. There should be a strong will to work and a grand desire to succeed, to be- come fresh in knowledge—to react as a sponge, drawing in hungrily all liquid it touches, but never to rehash nor to become stagnant. Let him draw penciled impressions for a strong foundation. Let him evaluate himself by cooperative and helpful super-vision.

By our democratic process of group work, it is possible to profit by another's mistakes. It is taking the good from experience and placing it in a third body of, so far, experienced truth. "You shall not dominate but persuade; not pour in, but bring out." We are the harbingers and must contribute in order that the foundation is made strong. It is with grateful purposefulness that I wended my way into the teaching profession. It is with sad recollection that I tear myself apart from what I was growing, for

wouldn't it be soul satisfying to see it bear fruit? My impressions? Through the process of practice teach-ing some must have been weeded out. But, I think that some should have been weeded out before.

The teacher resembles all other hu-man beings in that the final test of his development is how well he gets along with people. The "ultra objective" of all educators should be the integration of a child's personality which will result in satisfactory adjustment to his environment. I was taught and learned that you teach the whole individual. Each personality is a differ-ent one, unless by some quirk or her- edity and genetic selectivity, all people were created the same; the chance of such happening is one in three-trillion. One is a teacher only so long as he inspires his pupils to have an inquiring mind. "If a plant cannot live according to its nature, it dies; and so does a man."

Student teaching is making use of your subject matter, developing your skills and abilities, as well as your pupils; developing professional habits, attitudes, and appreciations; planning and selecting aims...distributing the subject matter in a pattern of learning activities.

One should integrate himself into his culture and establish a standard of thought and learning. At Garfield a "craze" for comic books became their study material. To destroy their tangable appearance, it only took the suggestion that one is judged by the environment that surrounds him. I was faced with one big problem by my vocabulary. I could not assume the students' level of comprehension at first. By drawing upon personal experiences and those of the students, I could get my points across. One student had trouble with taking assignments because he did not understand the word "inspire". It was simple to ask one of the football players to explain to the bewildered pupil what his coach did to him at half time when they were behind.

We studied a novel, *Giants In The Earth*, by O. E. Rolvaag. It contained
(Continued on page 17)

The following comments from a student teacher's file is an example of the cooperating teacher's evaluation procedure.

By Mrs. Frieda Bedwell,

Cooperating Teacher in Speech at Garfield High School,

Terre Haute, Indiana

November 28, 1952

Mr. Sanders,

Perhaps I haven't written enough comments on your teaching. I'll try to sum up my impressions over a period of time.

I think you have the respect of your students. There is no doubt in their minds that your scholarship is superior. They may consider you rather deep, but they don't seem to question your knowledge of your subject.

I am impressed with your willingness to work hard. I had wondered a little if the coming generation of teachers would be willing to shoulder the loads that older teachers have accepted perhaps too willingly. As a rule, I do not believe teachers count the cost to themselves of long hours of hard work. I like finding a new teacher who is dedicated to his work.

I believe your teaching has benefited you as well as the rest of us. Do you feel that you have improved in the following ways?

You have more patience with the irritating things that happen in a high school of today. You take these interruptions in your stride.

You are learning that high school pupils are not all intellectuals, they are barely beginning to learn to think. I believe you will succeed in showing your pupils the need for thinking.

Your pupils have a good time. I think you have won pupils like Dean and Jack in a better way than I was able to. Sylvester now looks kindly at teachers (where he used to have a rather cynical leer). They feel you are a "good guy".

You are learning, or soon will, I'm sure, that time has a way of getting away from you. Probably in English VI we should be giving the pupils experience in rapid reading. The course is set up for about nine books a semester. With two weeks for a book we have to insist that the reading be done within definite time limits. However, we do not want merely to "cover ground". We want to learn as we go along.

I think you will make an excellent teacher. I hope you will be able to get into teaching soon. Our high schools need fine young men as samples for our high school boys. These boys wouldn't mind using their minds if they felt it was the proper thing.

Don't you think most of our pupils are fairly cooperative?

Good luck. Come back to see us.

By the way, why don't you choose something interesting to read to English VI Friday?

Signed: *Frieda Bedwell*

What Full-Time Student Teaching Experiences Have Meant To Me

Martha Cox Eckelman

Student Teacher, Second Grade
Deming School, Winter Quarter, 1951-52

My twelve weeks of student teaching are a part of my college life which I shall always remember because of the pleasure and deep satisfaction I received while teaching and enjoying the children. With the exception of two afternoons a week at seminar, I spent every day with the children and was permitted to experience a variety of situations with them.

During this time, I observed each individual child and his reactions to these situations. Since not all children excel in the same areas, I saw exactly what each child's abilities and interests were, therefore, I found it easy in the planning of my work to allow more time for those children who needed extra help. Because of this

sort of planning and individual work which the full-time student teaching program affords, I developed a greater attachment for children than I would have, had I been teaching under a part-time plan. I was able to learn more about their behavior. Through this learning, my interest in the background and the causes of their behavior grew steadily. I studied each child's records in order to learn as much as possible about his previous experiences. By knowing each child in this manner, I was better prepared to meet his needs and could, therefore, facilitate learning.

In addition to presenting the opportunity for observing the children, the full-time student teaching program

afforded me an enduring and varied personal experience. I was the only student teacher in the room and I received experience in the teaching of all subjects. I taught every subject frequently enough to enable the correction of many more deficiencies than would have been possible in a shorter time. At times I had responsibility for the entire day of teaching. This gave me some conception of the amount of time needed in planning a day's program, the amount of physical energy teaching requires, and the great amount of patience needed to be a successful teacher.

During this time, my supervising teacher had the opportunity to know me personally, to observe my teaching ability, and to aid the development of any phase of that teaching which she found to be inadequate.

Since I had close contact with both students and teacher a natural interest in the organization of the school, of the Parent-Teacher Association, and of other school activities developed. My confidence in myself and my ability gradually grew until I felt as though I actually belonged in that particular teaching situation.

Sanders . . .

(Continued from page 15)

a wealth of psychological material. I personalized it by making all of my pupils Doctors of Psychiatry. They were then capable of diagnosing and prescribing along with me. They liked that attitude, and I learned that title was still carried, even after I left. Students readily accept practicable ideas.

Practice teaching must be complete teaching experience. There must be wholehearted cooperation in planning, discussing problems, and trying out original ideas. There should be constructive criticism—recognition, commendation, suggestions, and improve-

ment. I received all and would like to pay tribute to my cooperating teachers, Miss Tilson and Mrs. Bedwell.

But what of our foundation; what of our personalized experiences . . . for what purpose? What has been provided by the profession for the student. One learns by integration effecting a change in behavior patterns. Let methods assume the position of a "lower landing". Each step upward, however dark, assumes a lot of interrelated features. Each has a meaning to be distributed and arranged later. This is accomplished pragmatically. The second landing shows experience . . . the top-looking backward . . . downward, provides a wealth of practical and psychological material. The seminar is the top and

crust; it is where diastrophism takes place—if the attitude and the behavior patterns are there. Let us diagnose and prescribe. Let us climb and integrate our experiences with others. We will not deal in facts and information for our own sake. Produce . . . live for a democracy. Participate . . . build attitudes, appreciations, skills, and understanding for our own sake and the sake of our posterity.

Teaching is like . . . it's like . . . James Russell Lowell "Our healing is not in the storm or in the whirlwind, it is not in monarchies, or aristocracies, or democracies, but will be revealed by the still small voice that speaks to the conscience and the heart, prompting us to a wider and wiser humanity."

A LETTER TO THE DIRECTOR

By Bernard Kalapach,
Student Teacher in Mathematics and Science,
Hammond High School, Hammond, Indiana

A student teacher, in the following unsolicited letter, significantly expresses the enthusiasm he feels as he begins his experience in an off-campus teaching situation.

Hammond, Indiana
January 25, 1952

Dear Dr. Sharpe,

The first two weeks of my stay here at Hammond High will be a bit disorganized due to the ending of the semester. It ends today, the 25th, and all next week will be devoted to testing. This of course affords me a valuable opportunity to observe the testing angle of teaching.

However, one teacher in mathematics was called away the second day I was here, and guess who was the replacement. You're right! Three classes were left to me: two mathematics and a study hall. The math presented no problem at all, but that study room was a trial. As I was making out my absentee report and placing it outside the door where the messenger collects them, I heard a voice from my room whisper, "Well, I wonder how far we can get with this guy". As I walked back into the room I remarked, "Probably not very far". This caused the guilty one to blush considerably, (even though I did say it with a smile) and the rest of the class to laugh, in a dignified manner. Then, the barrage began. Students came forward and asked me questions on solid geometry, physics, English and myriads of other subjects. Strangely enough, after I collected my wits, I was able to answer them even to my satisfaction and to their delight. Personally, I think they were testing my subject matter knowledge.

Tonight, I chaperone a dance after the basketball game. They have me jumping all night. Been to a teachers meeting in which one hour was spent arguing about the assignment of grades to students. I didn't realize so much concern was given to grades. Also visited a student government meeting, which was very democratic and comfortable.

As to my schedule, it goes something like this:

8:30 to 8:40, Room 120; 8:45 to 9:40, free period; 9:45 to 10:40, Alg. I Room 218; 10:45 to 11:40, Observe Algebra; 11:45 to 12:40, conferences; 12:45 to 1:40, Lunch; 1:45 to 2:40, Chem. VIII Room 115; 2:45 to 3:40, Observe Chemistry or Math or other activities.

I'm keeping a daily diary which will make good reading sometime. It contains all my specific observations, activities, conclusions, fears and that type of information.

I was forced to miss one day here due to the F.B.I. exams in Indianapolis, and I received wonderful cooperation from everyone here. They all are very friendly and concerned I like this teaching. It gives me a good feeling.

That's all for now .

Yours truly,
Bernard Kalapach

Values Gained from Student Teaching

Mary Lonergan

Student Teacher, Fifth Grade
Laboratory School

"Supervised teaching" were words which meant very little to me until last term when I actually participated in the supervised teaching program. Yes, the whole experience is over for me, and it proved to be a very profitable one for I realize how much there is left for me to learn. Oh, what a wealth of information lies beneath the surface which we have only touched.

I learned the importance of organization both in the classroom and in the routine tasks that must be performed by the teacher. First, one must have ideas in mind and then organize them into lessons or units. One cannot possibly guide the pupils to any definite conclusions unless one knows definitely where he is going.

The solution in good discipline lies in achieving the respect of the pupils. In order to gain this respect I found I needed to know subject matter and possess self-confidence in methods of presentation.

My greatest concern was making provision for individual differences. One does as much as possible for each child, but still wonders if there isn't something else he can do. My only hope is that I'll always be looking for new ways to help the individual.

There are many other things that are challenging in an actual teaching situation—adjusting to the level of the pupils, presenting material in interesting ways, and above all adapting these to the classroom situation.

I certainly feel that full-time student teaching gave me a wonderful advantage over students who are offered only part-time teaching. I was able to see the schoolroom situation from eight in the morning until late in the afternoon, and my participation did not end there. I attended faculty meetings and other professional meetings, assisted with Girl Scouts, attended Parent Teacher Association meetings, and I found myself more than welcome at each one. I feel that this could not possibly be true in a part-time program.

The problems which I discuss with my supervising teacher were not left there, but were brought into seminar and discussed. My supervising teacher, others in the seminar, and those who will follow us in the program suggested many new and helpful ideas.

This article relates only a few of the things I gained from student teaching; but I am able to say that it also instilled in me an actual desire to be a good teacher which up until this time had not been true.

Sharpe . . .

(Continued from page 5)

cal look at the whole process. The role of the cooperating teacher is primarily that of a counselor and adviser. He also must be alert to see that no harm is done to the pupils nor to the student teacher. The term "cooperating teacher", which we prefer to use, suggests the type of relationship we hope to develop.

This concept of the function of the teaching experience encourages students to develop their own philosophy of education, drawing upon both organized theory and their first hand experience. It encourages them to apply the principles of psychology and methodology and then reconstruct their concepts in the light of experiences. By deliberately integrating theory and practice the theory becomes meaningful and the practice

becomes purposeful. This concept provides a never-ending challenge to the college staff and the cooperating teacher. We have also come to believe that teaching, as an art, has unity. A teacher does not motivate, lecture, review, test, etc. as separate activities, but rather teaches by using all these activities. We believe that by emphasizing the integration of educational theory and the teaching experience, we are recognizing the essential unity of teaching.

We believe the experience should be truly laboratory type experience. One which provides opportunities for testing hunches, theories, and ideas. The experience does not aim at building "production type skills", but rather the sensitivity, insights and understandings upon which professional competence can be built. The title of the director—Director of Professional Laboratory Experiences—is not a mere collection of popular words, but

rather a statement of philosophy which underlays the total program.

B. Issues related to the selection of cooperating schools and teachers.

Assuming this function rather than others, certain unique attributes are demanded from the co-operating schools. While superior schools and teachers are to be desired, even more to be desired is an enthusiastic, experimental point of view. Schools and teachers who are actively engaged in improving their curricula and their instructions have been selected. Willingness to accept responsibility for the improvement of the teaching profession has been considered more important than past experience in teacher education. Typical schools with typical problems are preferred. The number of student teachers placed in any one school is kept to a minimum lest their presence tend to disturb the normal activities of the school. When only a few students

are assigned to a school, they become junior members of the faculty and find it possible to participate in all the activities of the school. When student teachers equal or outnumber the regular faculty, they are necessarily deprived of many chances for responsible participation.

A word should be said at this point about the Indiana State Laboratory School. While the Laboratory School is operated by the College, it serves one of the city school districts. It approximates the typical public school with respect to pupil population, curriculum and philosophy. The number of student teachers assigned to the Laboratory School at the secondary level has been reduced to where it does not exceed one for each classroom teacher.

Each quarter finds many new schools in Indiana cooperating with the Division of Teaching. During the past three years more than 125 different schools have provided teaching experiences for Indiana State students. The utilization of different schools is the result of the policy which emphasizes the experimental approach.

C. Issues related to the education of cooperating teachers.

Building common goals, common understanding and the specialized technical skill in a staff of approximately one hundred and fifty teachers, when that staff changes each quarter presents a major problem. With any other point of view, than the problem-solving approach, it would prove an insurmountable obstacle. We have relied strongly on personal conferences between the cooperating teachers and the Director, the General Supervisor, or the Departmental Supervisors for building common perspectives. Such a conference is held before any student is assigned to a teacher. Three conferences are held during the eight weeks teaching experience.

The publication of a handbook⁴

⁴Sharpe, Donald M., *Handbook for Supervised Teaching in the Secondary School*, Indiana State Teachers College, 1951, Terre Haute, Indiana.

has proved helpful in orienting new teachers and school administrators. Copies of the handbook are provided in every cooperating school. Each year a one-day conference has brought a majority of the cooperating teachers and principals to the campus to consider problems and to plan ways to improve procedures. Four workshops, providing graduate credit, have been conducted jointly by the Director of Elementary Laboratory Experiences and the writer. We have found, with few exceptions, that when teachers understand our purposes they arrange far better types of experiences than we could begin to dictate from the campus. Their lack of prior experiences has proven no serious handicap.

The problem of developing comparable standards for evaluating student teachers has probably presented the most difficulty. Any one who is familiar with the variations within a school staff as to the meaning of a grade will be conscious of the difficulty. To meet this problem we have cooperatively developed an evaluation form which attempts to identify what we consider the qualities essential to a good teacher.⁵ In addition to identifying personal characteristics, professional competencies and understandings, it provides for an appraisal of the student's philosophy and his understanding of the role the schools play in maintaining and extending the democratic way of life. While grades are still assigned for the teaching experience, the evaluation form plays the major role in the recommendation and placement of students.

In any experimental program continuing evaluation plays a crucial role. Both formal and informal devices for appraising the program have been used. Each student presents an anonymous evaluation of his experience together with suggestions as to how it can be improved. The last week of the Seminar is devoted to group evaluation. The following statement de-

veloped by one of the student groups as typical of similar evaluations made by all students when asked to agree upon what is good about the program and what needs to be improved:⁶

I. What is good.

A. The Teaching Experience

1. We all agree that practice teaching gave us all the experiences which the beginning teacher will meet.

2. We all agree that our practice work was a proving ground, telling us whether or not we were capable of being teachers and whether or not we would enjoy teaching.

3. We all agree that practice teaching gave us the actual experience of working with children—thus enabling us to understand some of the behavior of the child.

4. We were glad that we had a full-time situation with no other assignments.

5. We all agree that when the cooperating teacher was a good teacher, our practice work was successful.

B. The Seminar

1. We all agree that seminar was a place in which we could bring up specific and personal educational problems which we would not have had the chance to ask in any other class.

2. We all agree that the class was informal enough to give everyone a feeling of ease when reciting.

3. We all agree that the seminar gave us a chance to hear experts—their opinions, knowledges, and philosophies of education.

4. We all agree that the class was well-planned for a new course.

II. What needs to be improved

A. The Teaching Experience

1. We all come to the conclusion that the practice work was not complete in that we did not begin working with the students at the beginning of the semester and in that we did not finish the work at the end

⁶The committee making this report consisted of: Chairman, Mike Macsich, James W. Rowell, Lois Jessup, Marce L. Lucas, Donald M. Butts and Joanne Ellspermann.

⁵A copy of this form appears inside the back cover of this issue.

II. Evaluation.

of the semester. (We could not think of a possible solution, however.)

2. Another conclusion we reached is that student teachers should be informed well in advance by their co-operating teachers of any additional material to be turned in other than what is mentioned in the handbook.

B. The Seminar

1. We all feel that the seminar needs more wholehearted support from all of the departments to increase the value of the program now in use.

2. A minority feels that freedom of expression was restricted because of subjective evaluation and of fear of criticism.

3. About half of us feel that there should be more small-group participation in discussing some of the problems.

III. The Total Program for Teacher Preparation

A. We all agree that our system of presenting educational courses before the practice work in a good system and have no ideas on how it can be improved.

B. We also all agree that prospective teachers should have more contacts with children other than a class observation. For example, we feel that we should accompany a class on a field trip, participate more in classes at Laboratory School, work with clubs, etc.

C. Some of us feel that we need a greater variety of required general education courses.

A careful investigation has shown that pupils in the off-campus schools enjoy having student teachers in their classes and feel that their learning, rather than being impaired, is actually improved.⁷ The most satisfying evaluations of the program are the informal comments over the coke bot-

⁷For a detailed analysis of pupils reactions see: Sharpe, Donald M. "The Pupils Look At The Program"—Off-Campus Student Teaching, 30th Yearbook of the Association for Student Teaching, Lock Haven, Pennsylvania, 1951, pp. 104-120.

ties or coffee cups, when students talking among themselves tell how a teacher helped develop self-confidence, a principal helped clarify the function of the school, or a pupil helped develop respect for others. Students value highly the opportunity to share in activities outside of the classroom, activities that are becoming more important than ever before. As the story of our full-time teaching program becomes more widely known, we are hearing many of our alumni express regret that they didn't have similar opportunities. We are quite convinced that the full-time program is here to stay.

III. Persisting problems

To say that we are pleased with the full-time program does not imply that no problems exist. We are aware of some deficiencies, and we expect to have others brought to our attention. Some of our problems are purely administrative, others are methodological.

We would like to be able to provide more help to the cooperating teachers, through more frequent visits by college personnel. The costs of staff time and travel have kept such contacts to three each quarter. We would like to have more time to work with individual students while on campus. A seminar of thirty students, even with two staff members provide inadequate opportunity for personal conference and guidance. We are most remiss in our duty by our failure to provide adequate laboratory experiences prior to the professional quarter in which students do their teaching.

While there is some question as to the adequacy of eight weeks of school experience, any longer period of time would require a major adjustment of the teacher education curriculum and the state licensing provisions.

Perhaps the most challenging problem we are facing is that of relating theory to practice. This is the task to which we have dedicated the Seminar. While we are conscious of the need to develop specific skills, techniques and even "tricks of the trade", we are more concerned with building personality structures which will

continue to improve and students who will become teachers who refuse to teach by the rule think, but dedicate themselves to the creative task of teaching in such a way as to build men and woman able to participate in the maintenance and extension of our democratic way of life.

Tanruther . . .

(Continued from page 2)
dent teaching. It should be emphasized however that numerous direct contacts with children are experienced by every prospective elementary teacher.

Those Who Teach Children and Those Who Teach Professional Courses Work Together in Providing Direct Experiences With Children.

Elementary teachers in the Laboratory School and the teachers of professional courses work together to aid the student relate his direct experiences with children to the theory learned in college classes. This is done in a variety of ways. They confer about what is happening in the Laboratory School and teachers of professional courses observe in the school to keep in touch with the activities of the school. One of the helpful procedures followed relates to group observations made in the Laboratory School. Laboratory School teachers and those who teach professional courses find that understanding on the part of college students is facilitated when the teacher of children and the teacher of college students confer prior to the observation and when the supervising teacher meets with the college class after the observation. This makes it possible for students to obtain answers to pertinent questions, for the teacher of children to interpret and clarify her procedures, and for the college teacher to help the student relate theory and practice.

The instances of cooperation mentioned here are only illustrative of the many ways in which the teachers of children and the teachers of college students cooperate in making direct

experiences with children meaningful to the prospective teacher.

THE ELEMENTARY FULL-TIME STUDENT TEACHING PROGRAM

The Organization of the Program³

Due to limitations of space and because the elementary student teaching program has been described in an earlier issue of this magazine the description of the program will be somewhat abbreviated. The main features of the program will be outlined briefly. There will be a brief discussion of the elementary student teaching council, the student teaching handbook, and the seminar. This will be followed by a brief evaluation of the student teaching program.

At the opening of the fall quarter of the 1949-50 school year, elementary student teachers were given the opportunity to enroll for full-time, all-day supervised teaching. They enroll for sixteen quarter hours of credit which is a full load at this institution. They receive twelve quarter hours credit for student teaching and four quarter hours credit for a seminar which is taught by the Director of Elementary Professional Laboratory Experiences who coordinates the elementary student teaching program. This seminar meets from two to four o'clock two days each week.

Student teachers appear at the school in which they are to work on the first day of the quarter that college classes meet and continue in the situation until the last day of the quarter, except for the time they are in attendance at the seminar. The major responsibility for supervision of the student teacher rests with the supervising teacher. However it is done in cooperation with the Director of Elementary Professional Laboratory Experiences and other college representatives who work with him.

³For a more complete description of this program see: E. M. Tanruther, "Professional Laboratory Experiences for Students in Elementary Education at Indiana State Teachers College", *Teachers College Journal*, Vol. 21, No. 6, May-June, 1950, pp. 118-120.

They are available at all times to assist supervising teachers and student teachers.

The Elementary Student Teaching Council⁴

The elementary student teaching council is at present composed of ten elected members and the Director of Elementary Professional Laboratory Experiences. The elected membership is composed of six student teachers, two supervising teachers, one public school principal, and a member of the education department of the college. The council has been in operation since September 1950. A sub-committee of the council composed primarily of student teachers was asked to prepare a statement of the purposes of the council. The following is an abbreviated statement of these purposes as they were accepted by the council.

1. To serve as a liaison group between supervising teachers and student teachers.
2. To serve as an advisory group to supervising teachers, student teachers, and college administrators.
3. To aid the Director of Elementary Professional Laboratory Experiences in making decisions relating to student teaching.
4. To work for the continuous improvement of the elementary student teaching program.
5. To serve as a sounding board for suggestions and criticisms from those concerned with the student teaching program.

Members of the council have held meetings at regular intervals in order to facilitate their work. They have also attended the meetings of supervising teachers which are held each quarter. The achievements of the council include sponsorship of the preparation and revision of the ele-

⁴For a more complete description of the elementary student teaching council and the seminar see: E. M. Tanruther, "A Program Designed to Encourage Democratic Procedures", *Education*, Vol. 72, No. 5, January, 1952, pp. 305-314.

mentary student teaching handbook, and the annual elementary student teaching picnic held in the spring, which is attended by student teachers, supervising teachers, principals, college faculty members, and college administrators.

The Handbook for Student Teachers and Supervising Teachers⁵

For some time student teachers and supervising teachers have wished for a handbook or guide which would describe the student teaching program and aid all who work in it. The elementary student teaching council prepared a tentative outline for it. Student teachers, supervising teachers, principals, the Director of Elementary Professional Laboratory Experiences, and other college representatives contributed. The handbook contains seven chapters helpful to both student teachers and supervising teachers. These chapters consider the role of all who are involved in the student teaching program and contain helpful information about the nature and purposes of student teaching and related topics. The handbook also contains a varied bibliography and an appendix which includes the various forms used in elementary student teaching. Those who have used the handbook have found it of real value in facilitating the elementary student teaching program.

The Seminar for Elementary Student Teachers

The activities and program of the seminar are planned with the point of view that it is desirable for teachers in the public school to utilize the resources that are available to the children they teach, and that children should participate in planning, executing, and evaluating the program of the elementary school of which they

⁵E. M. Tanruther in Cooperation with Student Teachers and Supervising Teachers, *Student Teaching Guide for the Use of Student Teachers and Supervising Teachers in the Elementary School*, Division of Teaching, Indiana State Teachers College, 1952.

are a part. It is believed that college students preparing to teach learn what they actually experience, and that consequently they should have a part in planning, executing, and evaluating the program of the seminar as a means of encouraging them to do likewise in working with children.

It is customary in the seminar for the group to elect a steering committee which works with the instructor in surveying the wishes and needs of the group and in working out plans for seminar meetings. It is also customary to elect a resume committee which has the responsibility for summarizing what happens at each meeting of the seminar and for distributing these summaries in mimeographed form to student teachers and supervising teachers.

Students in the seminar prepare a weekly summary of their student teaching experiences which is turned in to the instructor at the end of each week. A planning committee working with the instructor has prepared a form for the guidance of students in writing the weekly summary. This form is not required but is intended to be suggestive only. It includes such items as the most satisfying experience of the week, the least satisfying experience, ways for improving the student's teaching, and a description of the best teaching observed.

The instructor, with the help of other faculty members who work with the seminar developed a set of criteria for evaluating the work of students in the seminar since no final examination is used. These criteria include such items as; attendance, participation in the seminar, quality of the weekly summary, evidence of professional reading, ability to integrate the work of the seminar with work in the classroom, and evidence of a developing professional attitude.

It is believed that when student teachers are encouraged to evaluate their own experiences they will be led to encourage children in self-evaluation. Consequently near the end of the quarter students are asked to evaluate their experiences in the seminar and in student teaching. This is done in a number of ways which have proven helpful both to the student and to the program.

A Brief Evaluation of the Full-Time Student Teaching Program

It is difficult with limited space to discuss the factors that facilitate or impede the elementary student teaching program. On the positive side there appears to almost complete agreement on the part of student teachers, supervising teachers, and public school people that full-time student teaching is good. When compared with student teaching for a part of each day there seems little doubt about the value of full-time teaching as a means of providing the prospective teacher with experiences in the major areas of the teacher's work.

Student teachers and supervising teachers seem to believe that the seminar provides much help in inducting the student teacher, in helping him interpret his teaching experiences, and in evaluating his own professional growth.

The cooperation of public school teachers who serve as supervising teachers and their school administrators is gratifying to those who administer the program. Public school people seem to be increasingly enthusiastic about the program.

The various procedures for providing assistance to supervising teachers seems to be effective. Some of them that have been used at various times in addition to those previously men-

tioned are; preliminary conference for supervising teachers in September prior to the opening of school, meetings of all supervising teachers during the year, building conferences with supervising teachers, a summer workshop for supervising teachers, a mid-winter conference for all supervising teachers, a weekly seminar for supervising teachers during one quarter of the year, and bulletins to supervising teachers.

It is to be expected that there would be limitations to a program which is comparatively new. A few of them are listed here.

1. Student teachers and supervising teachers believe that the full-time student teaching period should continue for an additional quarter.
2. It would be highly desirable if the student teacher could work in two situations instead of one.
3. There is a shortage of capable and qualified public school teachers who are willing to serve as supervising teachers.
4. It is doubtful if the Laboratory School should be widely used for student teaching when it is so fully utilized for observation, participation, and other purposes.
5. There appears to be a need for more adequate counselling of students before student teaching and for making more information about the student teacher available to those who work with him.
6. As the student teaching enrollment increases the administrative problems related to the development of off-campus centers must be met.

It is hoped that by carrying on continuous evaluation and by making changes as they appear necessary the elementary program at Indiana State Teachers College will become increasingly effective.

A Sequence of Laboratory Experiences for Art Majors

Mr. Elmer Porter

Chairman, Department of Art
Indiana State Teachers College

In order to improve the quality of our student teaching and to develop a better understanding of children, the Art department has innovated two new pre-student teaching experiences.

On the sophomore level in co-operation with the local Scout executives our art majors have been assigned to scout troops where they have become assistants to the leaders, assisting not only with the arts and crafts but with the general activities of the group. Through this experience a better understanding of children and of the community is developed.

As the result of an urgent community need, Saturday art classes for children have been organized and taught during the winter quarter from 9 to 11 each Saturday morning. Our art majors during their junior year teach these classes, three in number, in the art rooms of the Laboratory School. There were two classes on the intermediate level, and one on the junior high school level. In order to accommodate more children the term was divided into two, six-week periods, at which time the teachers changed classes in order to have experience with a different age group.

The purpose of these classes is to give the children who are interested in art varied experiences in a number of different mediums such as charcoal, chalk, water colors, clay modeling, crafts, and oil painting.

A fee of three dollars per term was



charged in order to defray the expense of supplies and teaching costs. The classes were limited to twenty in number and were taught by two art majors working together.

Four local service clubs co-operated in offering scholarships to underprivileged children. Each year the pre-enrollment, which is conducted in co-operation with the Terre Haute Public Schools, has been so large it has been necessary to maintain a waiting list.

Three weeks previous to the opening session the students met weekly with Mrs. Elizabeth LaVire, Instructor

in Art, at the Laboratory School, who acted as the supervising teacher, to organize and plan the work. Out of the fee money the art students were paid \$1.50 an hour; and the remainder was available for supplies and equipment, which were purchased by the students.

During the weeks these classes were in session the students met again each week with Mrs. LaVire to evaluate, review and make further plans. Each Saturday some member of the staff of the Art department was present to supervise and evaluate the art majors' work on the form which is included in this article, devised for this purpose.

At the close of the term an exhibition of the children's accomplishments was held in one of the local merchant's display windows.

The students as well as the Art faculty feel that as a result of these rich experiences with children, our seniors have entered their public school student teaching with a broader outlook, and a clearer understanding of what to expect and what is expected of them.

Indiana State Teachers College PRE-STUDENT TEACHING LABORATORY EXPERIENCES

Evaluation Form
Saturday Art Classes

Class
Term

Student's Name

WEEK 1 2 3 4 5 6

Preparation

Personal appearance

Presentation of lesson

A. Effectiveness

B. Use of English

C. Voice

Pupil control

Punctuality

Resourcefulness

Dependability

Name of teacher making evaluation

Teacher Meetings

Attitude

Punctuality

Comments:

Code: 1—Outstanding 2—Good 5—Needs improvement

INDIANA STATE TEACHERS COLLEGE
Division of Teaching

EVALUATION OF SUPERVISED TEACHING EXPERIENCE

Student Teacher _____ Course No. _____ Date _____ Grade _____
 Subject _____ Grade Level _____ School _____ City _____

A. Extent of contact with student teacher.

1. The student teacher was under my supervision during the quarter for: (Underline) one class per day; two classes per day; half day; full day; other.
2. I observed or supervised the student teacher in: (Underline all that apply) classroom; laboratory; shop; gymnasium; study hall; playground; auditorium; hall duty; cafeteria; extra-curricular activities; school party; faculty meeting; P.T.A.; other.

B. Based on your contacts with the student teacher, evaluate the following: (Check each item in one column only.)

	Outstanding	Good	Needs improvement	No data available		Outstanding	Good	Needs improvement	No data available	
PERSONAL CHARACTERISTICS										
Emotional stability										
Professional interest and enthusiasm										
Poise										
Pleasantness										
Appearance										
Voice										
Use of English										
Sincere liking for children										
Express ideas effectively										
Reacts favorably to criticism										
Assumes responsibility										
PROFESSIONAL COMPETENCIES										
Utilizes available facilities										
Helps students clarify purposes										
Helps students feel secure and useful										
Helps students develop skills for living										
OTHER UNDERSTANDINGS AND COMPETENCIES										
Works well with adults										
Works well with students										
Works well with groups										
Understands purposes of education										
Possesses a foundation of general education										
Understands child growth, development, learning										
Provides for individual differences										
Understands importance of purposeful behavior										

C. Outstanding strengths of student teacher.

D. Outstanding weaknesses of student teacher.

E. Comments on the student's professional philosophy, attitudes, and understandings: Does he understand the crucial role schools play in maintaining and extending the democratic way of life? Does he try to develop those values, habits and skills necessary for our democratic society? Does he use the scientific method?

SUPERVISING TEACHER (Signed) _____

DIRECTOR OF SUPERVISED TEACHING (Signed) _____

Enroll Now For— EVENING AND SATURDAY CLASSES

WINTER QUARTER SCHEDULE

Starts Dec. 8, 1952 - Ends March 12, 1953

ART

341—Sculpture as a Hobby—T-Th. 3-5 p.m.
Wann—FA-119

COMMERCE

202—Accounting Principles—Tues. 6:00 p.m.
Breidenbaugh—FA-218
336—Office and Machine Practice—Wed.
6:00 p.m.—Krause—FA-212
350—Industrial Organization and Management
Tues. 6:00 p.m.—Staff—FA-234
404—Income Tax Procedure—Th. 6:00 p.m.—
Eberhart—FA-218
504—Income Tax Procedure—Th. 6:00 p.m.—
Eberhart—FA-218

EDUCATION

406—Books for the Elementary School—Sat.
8:30 a.m.—Griffith—LM-108
413—Educational Sociology—Th. 6:30 p.m.—
Crum—LM-7
418—Personnel Administration—Sat. 8:30 a.m.
Ederle—LM-8
426—Psychology of Personality and Adjustment
—Mon. 6:30 p.m.—Jamison—LM-101
506—Books for the Elementary School—Sat.
8:30 a.m.—Griffith—LM-108
513—Educational Sociology—Th. 6:30 p.m.—
Crum—LM-7
518—Personnel Administration—Sat. 8:30 a.m.
Ederle—LM-8
526—Psychology of Personality and Adjustment
—Mon. 6:30 p.m.—Jamison—LM-101
571—Public School Administration—Sat.
8:30 a.m.—Cobb—LM-7

ENGLISH

102—Basic Communications II—T-Th. 6:30 p.m.
—LM-4
243—Children's Literature—Sat. 8:30 a.m.—
McBeth—LM-109

INDUSTRIAL ARTS

585—Training High School Youths for Employment—Thurs. 4:30 p.m.—Price—VB-1

• All classes listed above in bold, dark type face are evening classes.

• You may enroll prior to or at the first meeting of a scheduled class.

• All credit earned is residence credit.

LIBRARY SCIENCE

536—Materials for High School Subjects—Mon.
6:30 p.m.—McCalla—LC-8

MATHEMATICS

441—Mathematics of Statistics—Sat. 8:30 a.m.
—Moore—LM-208
541—Mathematics of Statistics—Sat. 8:30 a.m.
—Moore—LM-208

PHILOSOPHY

412-512—Great Books—Th. 7:00 p.m.—Dyche
LM-5

PHYSICAL EDUCATION—MEN

454-554—Principles and Curriculum Construction—Mon. 6:30 p.m.—Wolf—PE-53

SOCIAL STUDIES

451—Economic Systems—Sat. 8:30 a.m.—
Anthony—LM-204
461—Case Work—Tues. 6:30 p.m.—LM-109
551—Economic Systems—Sat. 8:30 a.m.—
Anthony—LM-204
561—Case Work—Tues. 6:30 p.m.—LM-109

SPECIAL EDUCATION

232—General Applied Psychology—Th. 6:00
p.m.—Orr-Clinic
450—The Education of the Exceptional Child—
Tues. 6:00 p.m.—Jordan Clinic
550—The Education of the Exceptional Child—
Tues. 6:00 p.m.—Jordan Clinic

SPEECH

381—Play Production—Thurs. 6:30 p.m.—
Masters—Theatre
481—Advanced Play Production—Th. 6:30 p.m.—
Masters—Theatre
581—Advanced Play Production—Th. 6:30 p.m.—
Masters—Theatre

